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ABSTRACT

Materials contained in this career guidance unit are designed to acquaint the senior high school student with the Mesa Career Guidance program and to enable him to identify his responsibilities in an individualized learning situation. Instructional sequence of the two- to three-hour unit includes goal statements, performance objectives, instructor's information (including estimated lesson time, suggested groupings, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. A rationale statement for career guidance and a media resources sheet are included. A student guide and student booklet for use with the unit are provided. (TA)

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ED151604

SR 200.00 (74)

CAREER GUIDANCE

ORIENTATION

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CE 015 565

MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH--SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

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ORIENTATION

CE 015 565

I. UNIT RATIONALE

This unit is designed to acquaint the student with the major goals of an individualized Career Guidance Program and to enable him to identify his responsibilities in an individualized learning situation.

II. INTENDED USE OF UNIT

A. Grade Placement: 10, 11, 12

B. Duration of Unit: 2-3 hours

C. Special Considerations:

As the instructor in an individualized classroom you are responsible for the following: (1) Having the necessary student guides, books, films, and other resource material organized in the room in order that the student will know where to go to get them. (2) Providing a good learning atmosphere that will allow a variety of activities to be carried on simultaneously. (3) Conferring with the student individually about questions that he might have concerning personal, social, or learning problems. (4) Assisting the student in learning how to make the best use of his time. (5) Allowing the student to move freely from place to place based upon the degree of responsibility he assumes. (6) Encouraging the student to be resourceful--that is, look beyond the prepared materials accompanying the learning units. (7) Helping the student see that this course is designed to aid him in making many important decisions. (8) Helping the student understand what a lesson is attempting to teach him as well as clarify problems or activities that are not clear to him. (9) Observing the chalkboard arrangements for groups, the instructor should see that each student gets into a group and that the same students are not always in the same group as the units proceed. The instructor could handle the situation by tactfully asking a student if he could help balance out a group.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT SR 200.00

When directed, the student will identify the key parts of an individualized guidance program, and complete a typical learning packet.

A. Performance Objective SR 200.01: The student will demonstrate that he understands his responsibilities in working with guidance units by completing an introductory unit.
Performance Objective SR 200.02: The student will expand his awareness of personal, educational and vocational possibilities by participating in selected guidance orientation activities.

1. Instructor's Information:

   a. Estimated Lesson Time: 2 hours

   b. Suggested Groupings: Large group

   c. Content Outline:

      (1) Introduction of terms

      (2) Areas of learner responsibility in Mesa Career Guidance Program

         (a) Management of time
         (b) Testing
         (c) Management of learning
         (d) Responsibility for behavior

      (3) Parts of Learning Activity Packet

         (a) Student Guide
         (b) Instructor Guide
         (c) Student Booklet

   d. New Vocabulary: Orientation - familiarization with.

e. Learner Prerequisite: None

f. Instructor's Preparation Tasks:

Review Instructor's packet to ORIENTATION. Have available for students individual copies of ORIENTATION, Student's Guide, Conference sheets, tests, and dictionaries. Have resources under g. available for introduction of the unit. Have projector and filmstrip, "The Crystal Ball," scheduled.

g. Resources:

(1) Cumulative folder of a particular student who will be in the group.

(2) Crystal ball

(3) "Eight Ball"

(4) Overhead projector

(5) 10 Prepared transparencies

(6) 2 Prepared posters

(7) Student Packet

(8) Instructor Guide

(9) Filmstrip, "Crystal Ball"

2. Developing the Lesson:

a. Introduction:

Working through a typical learning packet will orient a student to the Mesa Career Guidance Program and give him a proper perspective for formulating the key parts of his own individualized guidance program.

b. Student Activities:

ACTIVITY 1:

The instructor will introduce the unit by handing a crystal ball to a student and saying, "By looking into your crystal ball, tell me about your future. What will you be doing five years from now?"

The student will look into the crystal ball and possibly answer, "I'll be traveling--or I'll be attending a college, or I'll be in the armed services."

Instructor says, "Do you really see this happening in the crystal ball?"

Student would probably answer, "No, but it is what I'd like to be doing."

Instructor: Taking the crystal ball, "Actually the crystal ball gives no answers to one's future."

ACTIVITY 2:

Lay the crystal ball aside and pick up an eight ball. Shake it up and hand it to a student and say, "By reading your answer in the eight ball, tell me: Are you going into the armed services?"

Student will read his answer which will be "Yes, no, or maybe."

Instructor: "Now tell me: Will you graduate from high school?"

Again the student will read his answer. Instructor will take the eight ball and say, "The eight ball only gives answers that leave you as much in the dark as when you started."

ACTIVITY 3:

Instructor then lays the eight ball aside, picks up a cumulative folder, hands it to a student and says, "By looking into your folder, tell me something about yourself."

Student would probably give some information such as his age, address, etc. However, he would probably say, "I don't know what all of this information is about."

Instructor: "Your cumulative record gives you some information, but you need someone to interpret it for your."

ACTIVITY 4:

Lay the folders aside and pick up poster #1 (a 22" x 28" blue and white poster with only this statement) and read "What can I use to give me the information I need to plan my future?" Place the poster where the students can see it, preferably on an easel.

ACTIVITY 5:

Turn on the overhead projector with transparency #1, and read, "What is my future going to be?" Place transparency #2 over #1 and say, "Which road will lead to your future?" Place transparency #3 over #2 and say, "Your future may lead to employment immediately after high school." Place transparency #4 over #3 on the projector and say, "Your future may lead down the road to hospital services such as being a nurse, a lab technician, or a doctor." Place transparency #5 over #4 on projector and say, "...or your road could lead toward some branch of the armed services."

With the complete picture now on the screen, leave it for a moment and say, "What is my future going to be? There are many roads leading into the future; these are only a few of them."

ACTIVITY 6:

Turn off the projector and pick up poster #2. Read it: "How am I going to get there from here?" Place poster #2 on another easel next to or balanced with poster #1.

Instructor: "Each of these questions poses a problem that someday you will try to solve. In solving these problems," pointing back to the posters, "you are faced with something like this picture."

ACTIVITY 7:

Turn the overhead projector back on with transparency #6 and say, "To get from here to employment, there is a river to cross. The road goes to the river. How are you going to cross the river?"

Wait for student interaction such as: "Build a bridge, swim, use a canoe or boat."

Instructor: "What obstacles do you have between where you are now and getting a job?"

Again wait for student interaction such as: "Take courses that I need; decide what kind of employment I want; and decide if I have the kind of skills needed for my chosen job."

ACTIVITY 8:

Move quickly to removing transparency #6 and showing transparency #7. Say, "In getting from here to hospital services,

there is a mountain with no road to help you, which represents that again you are faced with planning how to arrive at your desired goal."

Remove transparency #7 and place transparency #8 on the overhead projector and say, "In getting from here to the armed services there are hurdles to clear. What are some of them?"

After a brief interaction, turn off the overhead and point back to the posters #1 and #2. "Because of these kinds of questions and problems students face in adjusting to their future, we conducted a survey in the spring of 1972, with 1200 students in the Mesa Public Schools, asking them what their educational and vocational needs were. Perhaps some of you were involved in the survey. This is what the survey told us."

ACTIVITY 9:

Turn on the overhead projector with transparency #9 that shows the five priority needs and say, "From the 'Needs Assessment,' students said, 'I need...'" then continue by reading the five needs that are on the transparency. Instructor: "In order to help you meet these stated needs, we have prepared these units."

Remove transparency #9 and place transparency #10 on the screen. Read the units that go with the summarized needs statements.

Instructor: "In these units we have prepared materials to challenge your thinking and to help you in setting goals to work toward. In order to complete these units, you need to work through a student packet which we will now give you."

ACTIVITY 10:

Instructor will hand the Student's Guide to each individual student in the class and point out that it is his guide to follow in working through his individualized Career Guidance Program. Ask the class to begin reading the first page of the Student's Guide. While the students are reading the first page, pass out the ORIENTATION Booklet.

After quickly laying the ORIENTATION Booklet on each student's desk, say, "You will notice on Page 2 of the Student Guide, Student Directions. These are steps that you are to follow as you work through your ORIENTATION Booklet." The instructor will read aloud Student Directions #1: "Read Chapter 1, 'A Day in the Life of John', page 1 in Student Booklet, ORIENTATION," and say, "Now turn to the story in the Student Booklet and read it."

ACTIVITY 11:

After the students have read "A Day in the Life of John," they will participate in a group discussion. The purpose of the discussion will be to stimulate the student's thinking by using the following questions:

(1) What is John's problem?

(2) Is it typical of high school students?

(3) What do you think of his solution to his problem?

(4) What are some other solutions?

The instructor or counselor should enrich this discussion by helping the student make generalizations to comply with his own life style.

ACTIVITY 12:

The filmstrip, "The Crystal Ball," can be shown at the beginning of a period rather than as a separate activity. A short discussion should follow on the need to use choice, not chance, as a determiner of goals.

ACTIVITY 13:

Each student will continue on an individual basis to work through activities 3-10 which will give him an overview of the units to follow as well as serving as an instrument to direct him in learning to use both the Student Guide and Student Booklet for the units which follow.

ACTIVITY 14:

Each student will contact the instructor and make an appointment with a counselor to discuss foreseeable problems he will encounter in his personal, vocational, and educational future.

When the student indicates to the counselor his plans for the future, the counselor should spend time in directing the student's thinking into a realistic life style. For example, if a student says he wants to be a nurse, ask him if he has considered being in any other medical field, such as a doctor, X-Ray technician, nursing assistant, etc. If you know he is limited in his abilities to become an R.N., introduce to him the opportunities as a nursing assistant, or if you feel the student has the abilities to become a doctor, point out these possibilities.

The counselor should be sensitive to suggesting other alternatives. For example, if a girl says she plans to get married or a boy says he plans to go into the service, the counselor will not stop by saying, "That's good," but will present alternatives that need to be considered.

c. Summary:

After the student has worked through the Student Activity Packet, he will be aware of the key parts of an individualized guidance program, and will use the concepts learned in achieving his own career goals.

d. Other Options: See SUPPLEMENT TO COUNSELORS' GUIDANCE UNITS

e. Enrichment: See SUPPLEMENT TO COUNSELORS' GUIDANCE UNITS

3. Evaluation:

a. Test Samples

b. Test Keys

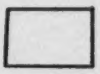
c. Conference Sheet

Instruction Key to Student Direction #5

By the end of this ORIENTATION unit, you will be expected to select the sequence which you will follow. Since this assumes that you understand more than just the titles of the units, it is suggested that you see if you can complete the following matching assignment. Match the list of unit titles on the left, with descriptions on the right.

2	a.	ORIENTATION
4	b.	PLANNING, CHOICE - NOT CHANCE
7	c.	INFORMATION EXPLOSION
6	d.	TRENDS
1	e.	PERSONAL CHARACTERISTICS
5	f.	WHO AM I?
3	g.	EXPLORING LONG-RANGE GOALS

1. Things that make a person different (abilities, interests, values, etc.)
2. A brief look at the aims of the entire course
3. Selection of a vocational goal (or goals) and preparation of plans for reaching the goal
4. Learning how and when to make decisions
5. A long look at you as an individual
6. Job opportunities of the future
7. How to search for the facts you need

I	II
_____1. Management of your time	a. The instructor will initial this activity when completed
_____2. indicates that	b. Contains a sample test question
_____3. THE POINT	c. You ask for help when you need it
_____4. Responsibility for your behavior	d. The activity for you to do next
_____5.  indicates that	e. You will decide when you are ready for evaluation
_____6. THE GOAL	f. Tells you the outcome--what you can do after you finish
_____7. Responsibility for your own testing	g. You need to plan in advance for this activity
_____8. _____ indicates that	h. You work quietly and effieiently
_____9. THE EVALUATION	i. Tells the objective or purpose of the unit
_____10. Management of learning	j. You will use the class period wisely to advance at your own rate of speed

Key to ORIENTATION Test

J 1.	F 6.
G 2.	E 7.
I 3.	D 8.
H 4.	B 9.
A 5.	C 10.

CONFERENCE SHEET

Rationale: To show the student has been able to understand and put to use the information contained in performance objectives numbered SR 200.01 and SR 200.02.

Instructions: Upon completing this conference sheet, make an appointment with either your instructor or counselor for an evaluation of your work. Record all of your work on this sheet.

SR 200.01 Planning your personal, vocational or educational future may involve foreseeable problems. Briefly describe two problems which you feel you will have in each area.

A. Personal future:

1. _____

_____

2. _____

_____

B. Vocational future:

1. _____

_____

2. _____

_____

C. Educational future:

1. _____

_____

2. _____

_____

Approval: _____
Signature of Instructor or Counselor

SR 200.02 Make an appointment with your instructor or counselor to go over your answers which you wrote on the Student Guide accompanying this unit.

Appointment with: _____

Date: _____ Time: _____

Approval: _____
Signature of Instructor or Counselor

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa'a Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short- and long-term) and to identify instructional objectives for them to achieve in the standard curriculum areas as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.
2. It must help each student to become an effective personal problem solver (i.e., a planner, a decision-maker, a self-manager).
3. It must be based on student needs and ultimately should seek to

serve all the career-related needs of all students, not just the needs of a selected group of students.

4. It must integrate individual planning objectives and procedures into the school's instructional process in all subject areas.
5. It must include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems which persist.
6. It must evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping individual students to meet their particular needs.

In order for Mesa's Career Education Program to meet these assumptions (i.e., to incorporate this type of an individualized guidance and counseling system) a series of activities is being systematically employed. These have included the identification of youth development needs (as seen through the eyes not only of youth but also parents, educators, and employers) and the translation of these expressed needs into objectives stipulating desired youth outcomes which are measurable. Instructional-counseling approaches such as the ones in this guidance unit are being developed to help students achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible, in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit # SR 200.00

Title ORIENTATION

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
SR 200.01	2/school	Crystal ball	Round lamp globe	Hardware store	$1.20 ea.
SR 200.01	2/school	"Eight Ball"	game	Arabe Crafts, Inc.	$1.98 ea.
SR 200.01	s/school	"Crystal Ball"	filmstrip	International Film Bureau Inc. Chicago	
SR 200.01	2 sets/sch.	"Transparencies #1 thru 10"	transparencies	Mesa High	
SR 200.01	2 sets/sch.	Posters #1 and 2	posters	Mesa High	

10, Legal Courier

ORIENTATION

CHAPTER 1

A Day in the Life of John

John Taylor sat alone in a back booth at the coffee shop idly stirring a coke. It was a week before graduation and he had taken a break from his studying to get out of the house.

"Well, now what happens?" he said to no one in particular. "What am I going to do this summer...hah, what am I going to do from now on?" He'd thought about this problem several times before, but it had never seemed as serious or urgent as it did now. He had considered the possibilities: college, the military, finding a job, any job, working in construction with his dad until something else turned up... he even considered marriage, but Jane didn't want to, at least not now.

Choosing a career frightened him. He had heard many of his friends and their parents complain about their jobs. "When I was a kid, they used to ask, 'What do you want to be when you grow up?' The question is what can I be, not want to be. And how do I know what I can be if I don't know what I can do or the jobs that are out there anyway?" He stirred his coke some more. The more he thought the more confused he became. Finally, he pushed it away. "Ah, the heck with it. Something will turn up this summer. Why worry about it now?"

John Taylor is not an exception. His concerns and fears are real. Unfortunately, his lack of planning for solving his problems is also real.

The Mesa Career Guidance Program is designed for the many John Taylors who face the future with uncertainty. It is designed to help you decide the types of jobs for which you are best suited and toward which you may make the most realistic plans.

CHAPTER 2

Where We've Been and Where We're Going

In the Spring of 1972, the Mesa Public Schools' Guidance Department, in cooperation with the American Institutes for Research, conducted a needs assessment survey with 1200 students from elementary through high school. The survey told us that the needs students listed most in the educational-vocational area were the following:

1. I need to understand my abilities, interests, values, physical traits, and personal and social behavior;
2. I need to know what I can do now to prepare for work that I can do in the future;
3. I need to consider more than one alternative for what I should do after high school;
4. I need to know what jobs are available for me;
5. I need actual on-the-job experience to know what it is like to be employed and to learn more about jobs.

To meet these needs, we have designed the present guidance course experiences that will allow you to determine a general career goal (or goals) and to develop general plans for reaching these goals. We like to think of the course as a tool for helping you to open--and keep open for as long as possible--the maximum number of "doors" which will eventually lead you to your career goals.

CHAPTER 3

Course Description

The nature of career guidance requires giving the student a range of choices in his step-by-step investigation. The following chart is only one example of that range of choices. Additional units will become available also.

1. ORIENTATION
2. PLANNING--CHOICE, NOT CHANCE
3. INFORMATION EXPLOSION
4. TRENDS
5. PERSONAL CHARACTERISTICS

6. WHO AM I?

7. EXPLORING LONG-RANGE GOALS

A brief description of each of the seven units follows:

1. ORIENTATION

This is the unit you are studying now. Its purpose is to give you a general idea of what this course is, to give you some instructions, to help you understand the Student Guides you will be using, and to help you understand your responsibilities in this class.

2. PLANNING--CHOICE, NOT CHANCE

Soon you will have to decide in a general way what kind of work you will want to do and begin to prepare yourself for it. This unit will help you determine what decisions are coming up and will help you know when is the best time to make them. It will show you that if decisions are made at the right time, a lot of doors will stay open for you.

3. INFORMATION EXPLOSION

In this unit, you will examine books which supply needed facts about many different careers. You will examine standards to use in judging the reliability and relevancy of material.

4. TRENDS

Over the years, a person's chances of getting any particular job will change. The desirability of any occupation will also change over time. In this unit, you will see how social, economic, and technological factors produce trends that influence these changes. You will also learn how you can get infor-

mation on job trends and why this information is important to you when you think about what occupation you hope to enter.

5. PERSONAL CHARACTERISTICS

People are different. They have different abilities, interests, values, physical traits, and personal and social behaviors. This unit will help you examine personal characteristics to determine the effect they have on qualifications and suitabilities for different types of jobs.

6. WHO AM I?

As you work through this unit, you will collect and organize information about yourself that can affect the school and work goals you choose. You will think about your abilities, interests, values, physical traits, and personal and social behavior and take tests to help measure them. While in two conferences, one with your parents and one with your instructor, you will show that you understand the information you have collected and that it is correct.

7. EXPLORING LONG-RANGE GOALS

In this unit, you will have the chance to collect some information about the world of work and compare it to some of the things you learned about yourself in your personal assessment summary. You will learn about the abilities and interests of workers in the occupations included in the Vocational Long-Range Goal families.

CHAPTER 4

Individualized Instruction

This class will differ from many of your other classes. Looking at it from a student's point of view, the most noticeable difference will be in the level of your responsibility.

Part 1

You will have to be responsible for many different aspects of your learning. The first of these has to do with your management of your time. In this class you will find that normally your instructor will not tell you when to do something.

Each student will work at a rate of speed that is best for him or her. This means that you will not have to keep up with other members of the class, nor will you have to wait for them. In many classes, all students work on the same lesson at the same time, and all must move on to the next lesson at the same time.

As you know, through your many years of experience as a student, it is not always best to have to progress with the rest of the class. How many times have you known that the instructor just simply did not allow enough time for you to finish all of the learning activities? And how many times have you known that you had one or two days to "wait" for the rest of the class--that the instructor had allowed too much time for you to complete all the learning activities? This course allows for individual differences in work rate.

Since this course does allow for individual differences in work rates, it will be up to you to learn to manage your time wisely. In some cases this will mean looking ahead in the student direction sheet to see what activities are coming.

Activities that you need to plan for in advance will be shown in the Student's Guide with a starred box around them: ****
* *
****. The starred box will be used to tell you such things as: "Watch a filmstrip"; "Participate in a discussion"; or "See the instructor for special instructions".

It is necessary for you to think ahead about activities such as these for very practical reasons. There might be only one or two copies of the filmstrip you are required to use. A small amount of planning by you might eliminate the necessity of your waiting for the filmstrip. Ask yourself questions such as: "Is Curt likely to need the filmstrip about the same time as I? Can we use it together?" Or ask yourself, "Can I leave the reading I'm doing now, see the filmstrip while it is available, and go back to my reading?"

Similarly, it is necessary to think ahead about participation in discussion groups and obtaining special instructor help. People in an individualized classroom just are not always available to you when you want them (even though they might want to be).

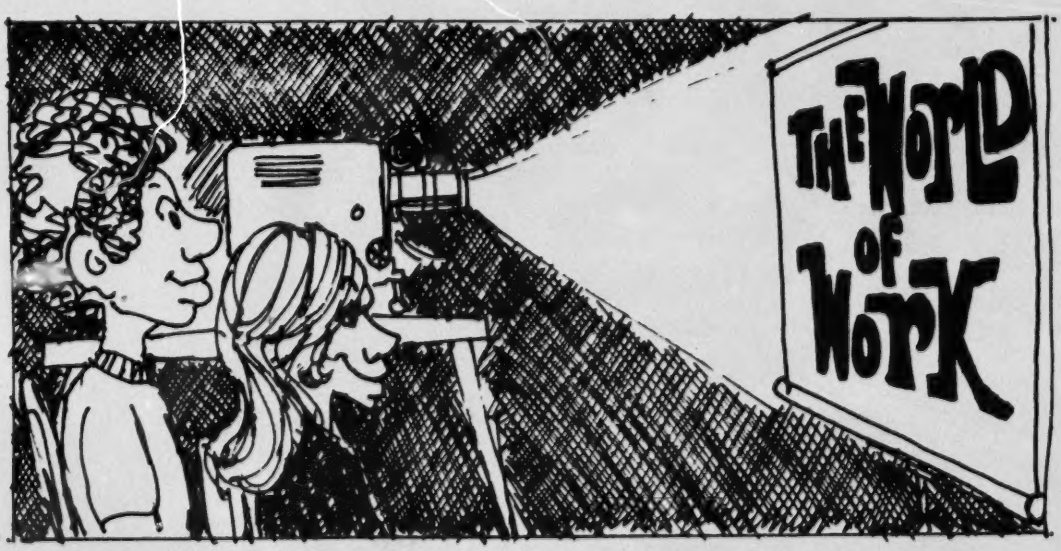
A helpful tool in your planningn would be the use of the chalkboard. If you find that you need to participate in a discussion activity, try writing a message to fellow students on the chalkboard. Students ready for the same activity would then add their names. An example follows:

Discussion Wednesday

Group #1	Group #2	Group #3
1. Rozella Gonzales	1.	1.
2. William Sloane	2.	2.
3. Emma Maxwell	3.	3.
4. Joe Carroll	4.	4.

A similar procedure will be used for requesting special help from the instructor. Short questions, of course, pose no problem (in terms of time) and will be handled by the student and instructor as they rise.

Our concern here, however, is for students who need instructor help for extended periods of time (ten to fifteen minutes) for tutoring, counseling, or other purposes. For occasions such as these which require extended time in assistance or conference, a conference sheet is available from your instructor. This is a system which seems to work well for the student, since it helps him "reserve" instructor time.



Part 2

A second major difference in responsibility is that of testing. In this class you, not the instructor, should decide when you are ready for a test.

Whe you think you are ready for a test, you will need to see the instructor, turn in all of the written work for the unit, and obtain the test and answer form. A special section of the room is reserved for testing only, and this is where you will take all of your tests.

Part 3

A third major difference will be in your responsibility for management of your learning. This does not mean that you are "on your own" to learn everything. It does mean that you might often have to go to the instructor or a friend and say, "I need help. I don't understand this."

Although the instructor might attempt to move around the room, talking to various students to discover learning problems, do not sit and wait for the instructor to come to you. Let's face it--the instructor may have many different abilities--but mind reading is definitely not one of them.

Part 4

A fourth major difference will be your responsibility for your behavior. In this class you will be free to move about the room, free to talk to other students and free to operate audio-visual equipment. This freedom is possible, however, only when students are determined to make such a system work.

You might be thinking: "What if I talk loudly, distracting other students? What if I talk about a million things except the lesson? What if I select a friend for a work partner who 'happens to goof off'?"

These actions are not examples of responsible behavior. Your instructor cannot allow you to disturb other students needlessly, or to waste most of your time. If, by your behavior, you show that you do not accept the responsibility of your freedom, you will find that you will not be granted the same freedoms as most of the other students in your class.

CHAPTER 5

Sample Student Guide

(Sample)

STUDENT GUIDE

ORIENTATION TO CAREER GUIDANCE

A. This shows the objective (purpose) of the learning unit.

THE POINT: The purpose of this unit is to help you to:

Understand that this individualized Career Guidance program is designed to help you set up your own vocational and educational goals, to help you plan for achieving them, and to help you know the major goals of the program.

B. This is also called "outcomes." It tells what you should be able to do at the end of the unit.

THE GOAL:

1. Given a list of guidance course aims, identify those that are a part of this Career Guidance Course.

2. Explain why individual students might each work on a unit of study for different lengths of time.

C. Sample test question. You will see questions similar to this on the end-of-unit test.

THE EVALUATION:

When you've completed this unit, you should be able to answer a question like the sample below.

1. Write the main objective or purpose (two or three lines) of this learning unit.

D. This section tells what you are to do. The directions will be numbered in a recommended sequence which normally should be followed.

STUDENT DIRECTIONS:

____ 1. Read Chapter 1, page 1, "A Day in the Life of John."

E. Next to each direction will be a short line. This is to provide you with a place to check off an activity after you complete it.

☐ 2. Contact the instructor after completing Activity 5 for answer checks.

F. Sometimes you will see a box, rather than a short line. This box means you are to contact the instructor after the activity. The instructor will review your work and will then write his initials inside the box.

3. Participate in a group discussion, following the directions printed on page 5 of Student Directions # 13.

(Sample)

G. Special directions for an activity requiring some advance planning by you are shown in starred boxes. (page 8 in this booklet explains this item in greater detail.)

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ORIENTATION

STUDENT GUIDE SR 200.00 (74)

ORIENTATION

THE POINT:

The purpose of this unit is to help you to:

Understand that this individualized Career Guidance program is designed to help you set up your vocational and educational goals, to help you plan for achieving them, and to know the major goals of the program.

THE GOAL:

At the end of this unit, you should be able to:

1. Identify the aims of this Career Guidance course from a list of Guidance Course aims.

2. Explain why individual students might each work on a unit of study for different lengths of time.

3. Identify at least three differences in the learner's responsibilities when you compare this individualized learning program with a "traditional" classroom.

4. Explain why it is necessary to plan ahead (at the start of a unit) for participation in activities such as discussion groups.

5. Explain the value of using the chalkboard when planning for a discussion group, or when a conference with the instructor is advisable.

6. Identify the meaning of at least four of the terms and symbols used in the units of this individualized Career Guidance Program.

THE EVALUATION:

At the end of this unit, you should be able to answer questions such as the following:

1. The section called "THE POINT" in the Student Guide of each unit of the individualized Career Guidance Program tell you:

   a. What you should be able to do at the end of your study of that unit;

   b. The objective (purpose) of that learning unit;

   c. The sequence of activities in that unit;

   d. What you should do as you work through that unit.

STUDENT DIRECTIONS:

_____1. Read Chapter 1, "A Day in the Life of John," page 1 in Student Booklet, ORIENTATION.

_____2. Participate in a discussion group which will discuss the following questions:

a. What is John's problem?

b. Is it typical of high school students?

c. What do you think of his solution to his problem?

d. What are some other solutions?

3. Participate in a group discussion following the viewing of filmstrip "The Crystal Ball."

_____4. Read Chapter 2, "Where We've Been and Where We're Going," Page 3 in Student Booklet, ORIENTATION.

_____5. Read Chapter 3, "Course Description," pages 4-6 in booklet, ORIENTATION.

_____6. By the end of this ORIENTATION unit, you will be expected to select the sequence which you will follow. Since this assumes that you understand more than just the titles of the units, it is suggested that you see if you can complete the following matching assignment. Match the list of unit titles on the left, with descriptions on the right.

____a.	ORIENTATION	1. Things that make a person different (abilities, interests, values, etc.)
____b.	PLANNING, CHOICE - NOT CHANCE	
____c.	INFORMATION EXPLOSION	2. A brief look at the aims of the entire course
____d.	TRENDS	3. Selection of a vocational goal (or goals) and preparation of plans for reaching the goal
____e.	PERSONAL CHARACTERISTICS	
____f.	WHO AM I?	4. Learning how and when to make decisions
____g.	EXPLORING LONG-RANGE GOALS	5. A long look at you as an individual
		6. Job opportunities in the future
		7. How to search for the facts you need

☐ 7. Contact the instructor after activity #5 for answer checks.

_____8. Read Chapter 4, pages 7-11, "Individualized Instructions," in Student Booklet.

_____9. Let's review. The following exercise was designed to help you review the major points included in Chapter 4, and to provide you with a checklist for summarizing what was presented.

a. How many major differences in responsibility are there between an individualized classroom and most traditional classrooms?_____

b. List the four major areas of student responsibility.

_____

_____

_____

_____

c. Tell why it is a good idea for students to use the chalkboard to arrange a discussion group.

_____

_____

_____

_____

d. Explain why students must go to the instructor, the aide, or another student when they don't understand something.

_____

_____

_____

_____

_____10. Turn to Chapter 5, page 12 in the Student Booklet, ORIENTATION. Printed on that page is a sample Student Guide, similar to the ones you will be using throughout this course. Since the Student Guides will tell you what to do as well as why you are doing it, it is important that you study the sample carefully.

In the margin of page 12 is a series of notes (lettered A through G) which explain the major parts of the Student Guide. In order for you to "check yourself," a format is provided below for you to review each of the items on the Student Guide.

a. "THE POINT" - (What will this tell you?)

_____

_____

b. "THE GOAL" - (What will this tell you?)

_____

_____

c. "THE EVALUATION" - (What will always be under this title?)

_____

_____

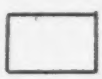
d. "Student Directions" - This section tells_____

_____

_____

e. The purpose of the short line _____ is:_____

_____

f. The small box  means:_____

_____

g. The starred box is used to show you:_____

_____

☐ 11. Fill out Conference Sheet and make appointment with your instructor or counselor.

☐ 12. Obtain copy of test on ORIENTATION from your instructor or counselor.

CONFERENCE SHEET

Rationale: To show the student has been able to understand and put to use the information contained in performance objectives numbered SR 200.01 and SR 200.02.

Instructions: Upon completing this conference sheet, make an appointment with either your instructor or counselor for an evaluation of your work. Record all of your work on this sheet.

SR 200.01 Planning your personal, vocational or educational future may involve foreseeable problems. Briefly describe two problems which you feel you will have in each area.

A. Personal future:

1. _____

_____

2. _____

_____

B. Vocational future:

1. _____

_____

2. _____

_____

C. Educational future:

1. _____

_____

2. _____

_____

Approval: _____
Signature of Instructor or Counselor

SR 200.02 Make an appointment with your instructor or counselor to go over your answers which you wrote on the Student Guide accompanying this unit.

Appointment with: _____

Date: _____ Time: _____

Approval: _____
Signature of Instructor or Counselor